Student Voice Aggregate Report

Student Voice Grades 6-12 Survey

Results for surveys taken from
August 01, 2014 through May 29, 2015

Report Generated: May 29, 2015

Aspirations Unlimited
International

The Role of Student Aspirations in Today's Schools

Today's students want to be successful, whether their goal is to learn algebra or a trade, get good grades or go to college. Too often, however, students can't reach their future goals and dreams because their schools' conditions are not supportive. The key to understanding whether supportive conditions exist is to ask the students themselves.

The *8 Conditions that Make a Difference®* in promoting student aspirations have been identified and defined by Dr. Russell J. Quaglia, an internationally known leader in the study of student aspirations. The 8 Conditions are: *Belonging , Heroes, Sense of Accomplishment, Fun & Excitement, Curiosity & Creativity, Spirit of Adventure, Leadership & Responsibility,* and *Confidence to Take Action.* The 8 Conditions make a difference because they help schools put into practice the three Guiding Principles that facilitate Aspirations work: *Self-Worth, Engagement,* and *Purpose.*

Developing Students' Self-Worth:
Belonging, Heroes, and *Sense of Accomplishment*
Self-Worth begins when students experience a sense of Belonging: They feel like they are part of the school community while being recognized and appreciated for their uniqueness. Students also experience *Self-Worth* when someone in their lives believes in them. They need Heroes: people they can look up to, respect, and learn from. To develop *Self-Worth*, students also need a Sense of Accomplishment. They must be recognized as much for their effort, perseverance, and citizenship as they are for high grades and good test scores. As students build *Self-Worth*, they are more likely to persevere through difficult tasks and be inspired to take the steps needed to reach their goals.

Fostering Students' Engagement in Learning:
Fun & Excitement, Curiosity & Creativity, and *Spirit of Adventure*
Engagement means that students experience Fun & Excitement in their learning. They become so involved that they almost lose track of time. At the end of the lesson, they wonder, "Where did that time go?" Actively engaged students are not afraid to ask "Why?" or "Why not?" about the world around them. Curiosity & Creativity are alive in the way they learn, fostering inquisitiveness and a desire to satisfy their minds with new discoveries. Engaged students also have a Spirit of Adventure. They are not afraid to try new things or to take on healthy challenges, regardless of whether they might succeed or fail. With *Engagement,* learning becomes important in and of itself.

Encouraging a Sense of Purpose:
Leadership & Responsibility and *Confidence to Take Action*
Schools must challenge students to think about their *Purpose -- who* they want to become as well as *what* they want to be. To reach this goal, students need to explore what it means to have, and create, a successful and rewarding life. *Purpose* is about being responsible, accountable, and confident. To develop *Purpose,* students need the opportunity to assume Leadership & Responsibility in their lives. They must learn to make decisions and understand the consequences of their choices. When students have *Purpose,* they have the Confidence to Take Action toward a meaningful, productive, and rewarding future. They believe in themselves and are motivated to reach their dreams.

All members of the school community can foster the 8 Conditions, making a positive difference in the lives of today's students by supporting the goals those students set and strive to reach.

The *Student Voice™ Survey*

The *Student Voice* Survey assesses student aspirations by asking students questions based on each of the 8 Conditions. By asking students how they perceive their school environment, *Student Voice* provides educators with a powerful tool for understanding both what motivates and inspires students to achieve and how well students believe their school is meeting those objectives.

Measuring Aspirations in Your School

This report provides information that can help guide your school system in its ongoing efforts to elevate student aspirations, improve student achievement, and promote the highest teaching and learning standards. The data gathered from the *Student Voice* Survey is meant to help your school explore the 8 Conditions as they relate to your school's unique mission. Areas of strength and areas of concern can be identified from the data, but must be interpreted within the school culture and weighted in importance by teachers, administrators, staff, and students. In conjunction with other information about your school, community, and students, *Student Voice* is a powerful tool for initiating innovative, meaningful school change.

For more information, please visit studentvoicesurveys.com

How to Use This Report

The *Student Voice* 6-12 Report gives educators a unique chance to look at their school, student aspirations, and the 8 Conditions *through the eyes of students.* The purpose of this report is to provide a context for exploring how students view the teaching and learning they experience in their school and how those views align with the school's mission and vision. By exploring and discussing these results, schools will gain valuable insights into the relationship between student aspirations and school culture. Those insights can lead to promising action plans aimed at fostering teaching and learning environments in which all students are inspired, and able, to reach their goals.

Below are some suggestions for understanding and using the data in your report.

Demographics
· First, gain an overall picture of your students by looking closely at the Demographics. Refresh your understanding of who your students are, their backgrounds, and how they spend their time.

The 8 Conditions
· Continue by studying the data reported for the 8 Conditions. The report is organized around each of the 8 Conditions so that every Condition can be explored individually.
· Look for connections among the results that warrant deeper discussion. For example, did a high percentage of students say they enjoy learning new things, while a high percentage also said school is boring? How might these two findings be related?
· Note areas of strength and celebrate!
· Note areas of concern and take steps to understand and make improvements.

Keep in Mind
· Working with the results is a process, not an event.
· Critical analysis is much more time-consuming than taking the survey itself.
· Comparisons within your own school (e.g., by grade level, gender, etc.) are often instructive.
· Ongoing conversations among colleagues and students provide the best way to gain a deeper understanding of the data.
· Perceptions of the same data may differ. This is not only common, but also a healthy starting point for dialogue and growth.
· The purpose of this entire effort is to improve the teaching and learning environment in your school.

*The survey has several internal consistency checks to ensure data are accurate and valid. As a result, respondents who flat-lined responses (e.g., answered "Strongly agree" to all survey statements), along with those who answered fewer than one-quarter of the survey statements, are not included in the reporting function.

Demographics

The demographic data are presented both as counts and as percentages.[1]

Total number of respondents: 28111

Gender of Students		
Gender	Count	Percent
Male	14203	50.8%
Female	13775	49.2%

Grade of Students		
Grade	Count	Percent
6th	4324	15.4%
7th	4208	15.0%
8th	4831	17.2%
9th	4111	14.6%
10th	4027	14.4%
11th	3409	12.1%
12th	3152	11.2%

Age of Students		
Age	Count	Percent
9	32	0.1%
10	21	0.1%
11	2307	8.2%
12	4216	15.0%
13	4450	15.8%
14	4384	15.6%
15	4119	14.7%
16	3744	13.3%
17	3227	11.5%
18	1445	5.1%
19	81	0.3%
Other	52	0.2%

Students Planning on Going to College		
College	Count	Percent
Yes	22659	80.8%
No	1058	3.8%
Undecided	4330	15.4%

Participants in Co-Curricular Activities[2]		
Co-Curricular	Count	Percent
Music	10429	37.2%
Theater	1948	6.9%
Sports	16944	60.4%
Academic Clubs	3362	12.0%
Student Council	1974	7.0%
Other	6813	24.3%
Not involved in activities	4342	15.5%

Racial Heritage of Students[2]		
Racial Heritage	Count	Percent
White	23714	84.7%
Black or African American	1068	3.8%
Hispanic, Latino	1596	5.7%
Asian	770	2.7%
Native Hawaiian	378	1.3%
American Indian or Alaska Native	3889	13.9%
Other Pacific Islander	410	1.5%
Other	1897	6.8%

[1]Count totals for specific demographics may not equal the total survey count, as not all respondents report demographic information. Total percentages may not equal one hundred due to rounding.

[2]In this table, the percentages may total more than 100% since respondents were instructed to select all that apply.

The 8 Conditions that Make a Difference

Belonging
Heroes
Sense of Accomplishment
Fun & Excitement
Curiosity & Creativity
Spirit of Adventure
Leadership & Responsibility
Confidence to Take Action

The 8 Conditions have positive effects on the development of student aspirations in schools. The descriptions of these Conditions outline an approach that frames how schools can recognize and nurture the development of student aspirations. The 8 Conditions represent a return to the common belief that every educator holds: There is nothing more important than motivating students to learn. The identified 8 Conditions do not represent an exhaustive list, but each is important if we are to have self-assured, inspired, and goal-directed students. All schools can benefit by creating and cultivating these Conditions in the lives of their students.

"Aspirations is the ability to dream and set goals for the future while being inspired in the present to reach those dreams."

-Dr. Russell J. Quaglia

Belonging

The Condition of Belonging means that a student is a valued member of a community while still maintaining his or her uniqueness. It is a relationship between two or more persons characterized by a sense of connection and support. A sense of Belonging is an important condition for a student's feeling of well-being, social engagement, and competence. The Condition of Belonging increases intrinsic motivation, for it fosters self-confidence and investment in the community. Teachers have the opportunity to establish a culture of Belonging in their classrooms, one that promotes their students' sense of well-being, connection, and self-belief.

Question	Total in Agreement	Gender		Grade						
		Male	Female	6th	7th	8th	9th	10th	11th	12th
1. School is a welcoming and friendly place	68.4%	69.5%	67.3%	77.4%	68.9%	66.9%	66.3%	63.2%	67.1%	68.4%
2. I feel accepted for who I am at school	67.4%	72.9%	61.7%	76.4%	69.0%	66.3%	63.4%	63.5%	65.4%	66.9%
3. Teachers make an effort to get to know me	54.3%	56.3%	52.2%	71.1%	58.9%	56.2%	46.4%	43.5%	48.6%	52.1%
4. I have difficulty fitting in at school	21.0%	19.2%	22.7%	23.5%	22.9%	21.3%	20.6%	19.1%	18.9%	19.4%
5. Teachers care about my problems and feelings	47.4%	46.6%	48.4%	66.5%	52.7%	49.0%	39.7%	36.4%	41.0%	43.4%
6. I am proud of my school	61.4%	60.5%	62.4%	74.9%	63.9%	59.1%	63.9%	57.1%	53.0%	54.5%
7. I am a valued member of my school community	45.1%	46.0%	44.3%	57.6%	47.5%	46.4%	40.4%	37.0%	41.0%	44.1%
8. I think bullying is a problem at my school	39.3%	35.7%	42.9%	41.3%	44.8%	41.9%	37.1%	36.9%	35.8%	34.7%

Heroes

Heroes are the everyday people -- teachers, friends, family -- in students' lives who inspire them to excel and to make positive changes in attitude and lifestyle. Heroes are the people students can connect with, who have a positive influence on them, and who listen to and value their ideas. Heroes build trust in others and belief in oneself. Teachers can be heroes to their students. Students can look up to teachers as people to learn from and communicate with about many things. Building relationships with students through support, guidance, and encouragement enables them to become more confident in their academic, personal, and social growth.

Question	Total in Agreement	Gender		Grade						
		Male	Female	6th	7th	8th	9th	10th	11th	12th
9. Students respect teachers	45.2%	47.6%	42.7%	61.3%	46.2%	42.0%	39.1%	38.4%	44.2%	44.0%
10. My parents care about my education	95.1%	95.3%	95.0%	97.3%	97.1%	96.0%	94.5%	94.3%	93.6%	91.7%
11. I have a teacher who is a positive role model for me	76.4%	73.2%	79.7%	83.2%	76.8%	73.7%	70.9%	72.8%	76.6%	81.9%
12. Teachers care about me as an individual	54.8%	54.7%	55.0%	68.2%	57.3%	55.9%	48.2%	45.8%	50.9%	55.7%
13. Teachers care if I am absent from school	52.2%	52.1%	52.5%	64.0%	55.5%	51.7%	48.4%	45.0%	48.1%	51.6%
14. If I have a problem, I have a teacher with whom I can talk	56.4%	55.1%	57.7%	66.0%	57.2%	55.8%	50.4%	49.4%	55.2%	60.7%
15. Teachers respect students	61.9%	61.2%	62.6%	77.7%	66.8%	63.1%	58.1%	53.0%	54.4%	56.2%
16. Students respect each other	36.9%	41.0%	32.8%	46.4%	35.6%	35.9%	35.4%	32.4%	35.4%	36.3%
17. Adults at this school listen to students' suggestions	48.7%	49.3%	48.2%	66.1%	54.9%	50.7%	44.9%	39.6%	38.5%	41.2%

Sense of Accomplishment

The Condition of Sense of Accomplishment recognizes effort, perseverance, and citizenship as signs of a student's success. Educators have traditionally used a narrow view of accomplishment that refers to academic achievement, innate ability, or who is "best in the class." Sense of Accomplishment, however, is viewed in terms of personal growth and effort, not just through measurable outcomes and countable successes. Teachers have the opportunity to celebrate their students' accomplishments in visible ways. Taking time to recognize and support students' efforts can help motivate them to persevere through difficult tasks, creating an appreciation for hard work and dedication.

Question	Total in Agreement	Gender		Grade						
		Male	Female	6th	7th	8th	9th	10th	11th	12th
18. I am encouraged to practice good citizenship at school	77.8%	76.2%	79.6%	88.4%	84.0%	81.1%	73.6%	70.5%	71.2%	72.2%
19. Teachers recognize students who are kind and helpful	70.4%	71.5%	69.3%	81.8%	73.7%	72.4%	64.9%	63.9%	64.7%	69.3%
20. I have never been recognized for something positive at school	24.4%	24.9%	23.8%	22.1%	24.0%	24.0%	26.2%	26.5%	24.0%	23.7%
21. I give up when schoolwork is difficult	15.2%	15.1%	15.2%	9.4%	11.2%	13.2%	16.1%	19.5%	19.9%	19.5%
22. Teachers recognize me when I try my best	55.2%	57.0%	53.6%	67.4%	58.0%	57.3%	50.7%	48.3%	49.6%	52.7%
23. Teachers let my parents know what I do well	50.1%	52.0%	48.3%	74.2%	61.4%	56.1%	41.6%	36.4%	36.1%	36.8%
24. I put forth my best effort at school	76.7%	72.1%	81.5%	88.2%	82.8%	78.6%	75.1%	70.0%	69.2%	68.5%
25. Getting good grades is important to me	89.6%	86.5%	92.7%	95.6%	92.5%	90.5%	89.0%	87.2%	85.4%	84.3%
26. Adults and students work together to make our school better	53.4%	52.8%	54.1%	70.8%	58.8%	55.8%	51.0%	44.9%	42.0%	44.6%

Fun & Excitement

The Condition of Fun & Excitement is characterized by students being inspired. They are actively engaged and emotionally involved in their schoolwork. Students who exhibit Fun & Excitement are usually self-confident, curious, and prepared; they are willing to meet the challenges of the day. Teachers who foster Fun & Excitement provide new opportunities, initiate challenges, and respect individual interests. The first three Conditions -- Belonging, Heroes, and Sense of Accomplishment -- help establish a learning environment in which students can feel safe to have fun together in learning.

Question	Total in Agreement	Gender		Grade						
		Male	Female	6th	7th	8th	9th	10th	11th	12th
27. I enjoy being at school	53.3%	51.4%	55.4%	66.3%	57.4%	52.9%	50.8%	45.9%	48.4%	49.0%
28. Teachers enjoy working with students	62.9%	63.3%	62.6%	77.8%	66.1%	63.2%	57.0%	53.9%	57.7%	62.2%
29. Teachers make school an exciting place to learn	42.3%	42.7%	42.0%	62.9%	47.1%	42.8%	35.7%	32.4%	33.5%	37.4%
30. School is boring	41.6%	45.6%	37.4%	25.3%	36.1%	40.0%	46.6%	50.3%	49.9%	47.5%
31. I enjoy participating in my classes	63.4%	62.9%	64.1%	77.8%	66.6%	64.4%	60.1%	55.6%	56.7%	59.7%
32. Teachers have fun at school	47.9%	48.8%	47.1%	62.8%	50.1%	49.7%	43.4%	39.5%	41.6%	45.2%
33. Learning can be fun	74.5%	72.2%	76.9%	79.7%	73.8%	72.6%	70.6%	72.2%	75.9%	77.6%

Curiosity & Creativity

The Condition of Curiosity & Creativity is characterized by inquisitiveness, a strong desire to learn new or interesting things, and an eagerness to satisfy the mind with new discoveries. Curiosity triggers students to ask "Why?" while creativity gives them the initiative to ask "Why not?" The intensity of Curiosity & Creativity tends to diminish over time due to the habituating effects of the environment. Teachers can devote extra attention to creating a classroom environment that promotes questioning and creative exploration in order to maintain student motivation.

Question	Total in Agreement	Gender		Grade						
		Male	Female	6th	7th	8th	9th	10th	11th	12th
34. I feel comfortable asking questions in class	61.0%	65.4%	56.7%	68.5%	62.2%	59.9%	57.1%	56.1%	59.1%	64.4%
35. My teachers present lessons in different ways	75.2%	74.5%	76.0%	85.3%	79.5%	78.6%	70.7%	68.3%	68.9%	72.0%
36. At school I am encouraged to be creative	64.0%	61.8%	66.4%	79.9%	70.0%	67.4%	60.2%	54.3%	54.8%	56.7%
37. I enjoy working on projects with other students	66.1%	68.5%	63.7%	77.5%	71.5%	66.9%	62.6%	61.3%	60.7%	58.4%
38. My classes help me understand what is happening in my everyday life	41.7%	43.2%	40.2%	55.5%	47.5%	46.4%	38.2%	34.2%	30.6%	34.6%
39. School inspires me to learn	60.7%	58.3%	63.2%	74.8%	65.5%	62.2%	57.6%	53.1%	52.9%	54.8%
40. I enjoy learning new things	82.2%	81.4%	83.2%	85.3%	80.3%	80.4%	80.6%	80.4%	83.9%	86.3%
41. I learn new things that are interesting to me at school	70.9%	69.9%	72.0%	81.4%	73.6%	71.5%	68.0%	66.6%	65.2%	67.3%
42. What I learn in school will benefit my future	74.1%	73.3%	75.0%	86.6%	81.4%	78.1%	72.5%	66.6%	62.5%	65.6%
43. Students work with adults to find solutions to school problems	50.9%	51.5%	50.3%	68.5%	57.7%	53.7%	46.4%	41.4%	40.5%	42.1%

Spirit of Adventure

The Spirit of Adventure is characterized by a student's ability to take on positive, healthy challenges at school and home, with family and friends. Students experience the Spirit of Adventure when they tackle something new without the fear of failure or success. Teachers can encourage and support students' Spirit of Adventure by urging them to explore new things. When teachers create an atmosphere that allows for healthy decision making and risk taking, students can become more confident and resilient. Students with the Spirit of Adventure see life as full of opportunities worth exploring for their own sake.

Question	Total in Agreement	Gender		Grade						
		Male	Female	6th	7th	8th	9th	10th	11th	12th
44. I like challenging assignments	40.9%	38.6%	43.5%	50.0%	40.9%	40.6%	35.7%	35.5%	39.8%	43.9%
45. I push myself to do better academically	81.8%	78.8%	85.0%	88.7%	85.0%	83.5%	81.0%	77.3%	78.1%	76.1%
46. Students are supportive of each other	43.1%	44.5%	41.9%	55.7%	42.4%	41.7%	39.5%	36.9%	41.9%	43.1%
47. I am afraid to try something if I think I may fail	28.9%	24.6%	33.3%	28.3%	28.9%	28.7%	31.7%	31.0%	27.2%	25.7%
48. Teachers help me learn from my mistakes	63.5%	64.6%	62.5%	79.4%	68.6%	66.8%	58.5%	54.2%	55.2%	57.1%
49. I want to do my best at school	88.3%	84.9%	91.9%	93.8%	91.2%	89.2%	88.1%	86.6%	84.5%	82.5%
50. I am excited to tell my friends when I get good grades	55.7%	50.2%	61.4%	67.3%	62.2%	57.7%	52.2%	51.4%	48.6%	45.8%

Leadership & Responsibility

The Condition of Leadership & Responsibility means students are able to express their ideas and are willing to accept consequences for their actions. It cultivates accountability for the classroom environment and school community. Fostering leadership empowers students to make just and appropriate decisions and to take pride in their actions. Teachers who promote this Condition teach and expect their students to be good decision makers. They provide legitimate decision making opportunities, seek student input, and expect students to be accountable for their actions and words. Students are trusted to make the right decisions and are recognized for doing so.

Question	Total in Agreement	Gender		Grade						
		Male	Female	6th	7th	8th	9th	10th	11th	12th
51. Students have a voice in decision making at school	44.8%	44.6%	45.0%	63.0%	52.5%	45.7%	41.7%	35.0%	34.9%	35.5%
52. I see myself as a leader	62.8%	62.7%	62.9%	65.2%	64.3%	60.8%	59.9%	59.6%	62.8%	67.8%
53. Other students see me as a leader	35.2%	36.0%	34.5%	38.4%	34.3%	34.2%	32.4%	32.4%	36.6%	39.1%
54. Teachers encourage students to make decisions	68.2%	67.9%	68.6%	78.7%	70.3%	70.1%	65.4%	61.9%	62.5%	66.0%
55. Teachers are willing to learn from students	50.8%	50.9%	50.8%	68.1%	55.3%	53.1%	45.7%	42.2%	42.8%	44.2%
56. I am a good decision maker	65.9%	66.7%	65.1%	67.0%	65.6%	65.8%	63.7%	63.8%	66.8%	69.7%
57. I know the goals my school is working on this year	44.6%	44.8%	44.4%	58.8%	49.5%	48.6%	40.8%	36.2%	36.1%	37.4%

Confidence to Take Action

Confidence to Take Action is the extent to which students believe in themselves. It encourages them to dream about their future while being motivated to set goals in the present. This Condition is at the heart of what educators ultimately strive for: instilling in their students a confidence in and expectation of success. Confidence to Take Action is characterized by a positive and healthy outlook on life and by looking inward rather than outward for approval. Teachers have the ability to help build their students' Confidence to Take Action by providing support, celebrating diversity, and encouraging independent thinking. By enhancing the quality of academic and personal growth, teachers empower their students to become active and involved members of their learning environments.

Question	Total in Agreement	Gender		Grade						
		Male	Female	6th	7th	8th	9th	10th	11th	12th
58. I believe I can be successful	91.1%	91.5%	90.8%	93.8%	91.0%	91.1%	90.2%	89.6%	90.3%	91.8%
59. I believe I can make a difference in this world	68.6%	68.0%	69.4%	72.2%	68.9%	67.5%	65.7%	66.4%	67.7%	72.7%
60. Teachers believe in me and expect me to be successful	74.3%	73.7%	75.0%	83.2%	76.5%	76.6%	71.8%	67.3%	68.8%	73.9%
61. Going to college is important for my future	84.3%	80.7%	88.2%	88.1%	85.5%	87.3%	83.6%	82.0%	81.0%	80.8%
62. I work hard to reach my goals	84.2%	81.8%	86.8%	91.1%	87.2%	84.2%	82.5%	80.2%	80.7%	82.2%
63. I am excited about my future	83.5%	81.6%	85.5%	86.9%	84.0%	83.8%	82.1%	81.4%	81.5%	84.4%
64. I think it is important to set high goals	83.1%	81.0%	85.3%	86.6%	82.6%	82.9%	82.2%	81.4%	81.8%	84.0%
65. I know the kind of person I want to become	78.5%	77.4%	79.6%	79.9%	77.4%	77.7%	76.0%	77.7%	79.7%	81.9%
66. School is preparing me well for my future	64.2%	63.0%	65.5%	80.4%	73.7%	69.2%	63.5%	54.3%	49.9%	50.4%
67. Students develop programs that improve the whole school	46.0%	46.4%	45.6%	57.5%	49.3%	45.5%	46.4%	39.9%	40.3%	39.8%

Student Voice

The five statements in the table below appear in other tables throughout this report as they relate to particular Conditions. Student Voice, however, not only gives us access to what students think about school through the lens of the 8 Conditions, it is also a construct in itself. As such, this table provides insight into the what students believe about adult openness to and partnership with their ideas and suggestions.

Question	Total in Agreement	Gender		Grade						
		Male	Female	6th	7th	8th	9th	10th	11th	12th
17. Adults at this school listen to students' suggestions	48.7%	49.3%	48.2%	66.1%	54.9%	50.7%	44.9%	39.6%	38.5%	41.2%
26. Adults and students work together to make our school better	53.4%	52.8%	54.1%	70.8%	58.8%	55.8%	51.0%	44.9%	42.0%	44.6%
43. Students work with adults to find solutions to school problems	50.9%	51.5%	50.3%	68.5%	57.7%	53.7%	46.4%	41.4%	40.5%	42.1%
51. Students have a voice in decision making at school	44.8%	44.6%	45.0%	63.0%	52.5%	45.7%	41.7%	35.0%	34.9%	35.5%
67. Students develop programs that improve the whole school	46.0%	46.4%	45.6%	57.5%	49.3%	45.5%	46.4%	39.9%	40.3%	39.8%

All Results

Category	Question	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Did Not Answer
Belonging	1. School is a welcoming and friendly place	68.4%	15.5%	52.9%	19.4%	8.7%	3.5%	0.1%
Belonging	2. I feel accepted for who I am at school	67.4%	29.0%	38.4%	18.5%	7.9%	6.2%	0.3%
Belonging	3. Teachers make an effort to get to know me	54.3%	16.6%	37.6%	27.0%	13.2%	5.6%	0.2%
Belonging	4. I have difficulty fitting in at school	21.0%	8.6%	12.3%	18.4%	34.2%	26.4%	0.3%
Belonging	5. Teachers care about my problems and feelings	47.4%	13.4%	34.0%	31.1%	13.3%	8.1%	0.7%
Belonging	6. I am proud of my school	61.4%	25.7%	35.7%	23.2%	8.1%	7.3%	1.1%
Belonging	7. I am a valued member of my school community	45.1%	13.3%	31.8%	34.4%	12.3%	8.1%	1.3%
Belonging	8. I think bullying is a problem at my school	39.3%	19.4%	19.9%	28.4%	21.6%	10.7%	1.5%
Heroes	9. Students respect teachers	45.2%	7.1%	38.1%	31.7%	18.2%	4.9%	0.3%
Heroes	10. My parents care about my education	95.1%	74.0%	21.2%	3.2%	0.8%	0.9%	0.2%
Heroes	11. I have a teacher who is a positive role model for me	76.4%	39.6%	36.8%	15.9%	4.5%	3.2%	0.2%
Heroes	12. Teachers care about me as an individual	54.8%	16.1%	38.7%	30.7%	9.1%	5.4%	0.4%
Heroes	13. Teachers care if I am absent from school	52.2%	17.2%	35.0%	28.8%	12.1%	6.8%	0.8%
Heroes	14. If I have a problem, I have a teacher with whom I can talk	56.4%	23.1%	33.2%	21.8%	12.3%	9.5%	1.2%
Heroes	15. Teachers respect students	61.9%	19.3%	42.5%	23.9%	8.5%	5.7%	1.4%
Heroes	16. Students respect each other	36.9%	8.1%	28.8%	32.0%	17.8%	13.2%	1.6%
Heroes	17. Adults at this school listen to students' suggestions	48.7%	14.0%	34.8%	28.2%	13.4%	9.7%	2.4%
Sense of Accomplishment	18. I am encouraged to practice good citizenship at school	77.8%	28.0%	49.9%	15.6%	4.6%	1.9%	0.7%
Sense of Accomplishment	19. Teachers recognize students who are kind and helpful	70.4%	26.8%	43.6%	18.4%	7.6%	3.6%	0.2%
Sense of Accomplishment	20. I have never been recognized for something positive at school	24.4%	8.7%	15.7%	20.9%	33.2%	21.5%	0.3%
Sense of Accomplishment	21. I give up when schoolwork is difficult	15.2%	5.0%	10.1%	18.0%	36.5%	30.3%	0.8%
Sense of Accomplishment	22. Teachers recognize me when I try my best	55.2%	18.8%	36.4%	25.9%	11.7%	7.1%	1.2%

Percentages for Strongly Agree through Strongly Disagree are calculated based on the number of students who responded to that particular survey item; percentages for Did Not Answer are calculated based on the total number of students who took the survey.

All Results (cont.)

Category	Question	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Did Not Answer
Sense of Accomplishment	23. Teachers let my parents know what I do well	50.1%	20.8%	29.4%	24.7%	14.6%	10.5%	1.1%
Sense of Accomplishment	24. I put forth my best effort at school	76.7%	31.8%	44.9%	15.8%	5.2%	2.2%	1.4%
Sense of Accomplishment	25. Getting good grades is important to me	89.6%	58.4%	31.1%	7.2%	1.8%	1.4%	1.4%
Sense of Accomplishment	26. Adults and students work together to make our school better	53.4%	20.1%	33.2%	27.0%	10.6%	9.0%	2.8%
Fun & Excitement	27. I enjoy being at school	53.3%	16.0%	37.3%	23.6%	12.4%	10.6%	0.5%
Fun & Excitement	28. Teachers enjoy working with students	62.9%	20.7%	42.2%	27.7%	6.1%	3.4%	0.4%
Fun & Excitement	29. Teachers make school an exciting place to learn	42.3%	10.6%	31.7%	33.0%	15.6%	9.1%	0.3%
Fun & Excitement	30. School is boring	41.6%	20.7%	20.9%	25.7%	21.3%	11.3%	0.9%
Fun & Excitement	31. I enjoy participating in my classes	63.4%	20.3%	43.2%	24.0%	7.6%	5.1%	0.9%
Fun & Excitement	32. Teachers have fun at school	47.9%	15.1%	32.8%	35.4%	10.1%	6.6%	1.4%
Fun & Excitement	33. Learning can be fun	74.5%	27.6%	46.9%	16.8%	4.4%	4.3%	1.4%
Curiosity & Creativity	34. I feel comfortable asking questions in class	61.0%	21.3%	39.8%	21.0%	11.9%	6.1%	0.4%
Curiosity & Creativity	35. My teachers present lessons in different ways	75.2%	28.0%	47.2%	15.6%	6.1%	3.1%	0.4%
Curiosity & Creativity	36. At school I am encouraged to be creative	64.0%	20.7%	43.3%	22.4%	9.3%	4.3%	0.4%
Curiosity & Creativity	37. I enjoy working on projects with other students	66.1%	29.9%	36.2%	17.3%	9.0%	7.6%	0.5%
Curiosity & Creativity	38. My classes help me understand what is happening in my everyday life	41.7%	10.7%	31.1%	30.1%	17.5%	10.7%	1.0%
Curiosity & Creativity	39. School inspires me to learn	60.7%	20.2%	40.5%	24.7%	9.6%	5.0%	1.1%
Curiosity & Creativity	40. I enjoy learning new things	82.2%	32.9%	49.3%	13.2%	2.4%	2.1%	1.0%
Curiosity & Creativity	41. I learn new things that are interesting to me at school	70.9%	25.3%	45.6%	18.8%	6.1%	4.1%	1.5%
Curiosity & Creativity	42. What I learn in school will benefit my future	74.1%	39.2%	35.0%	17.2%	5.0%	3.7%	1.5%
Curiosity & Creativity	43. Students work with adults to find solutions to school problems	50.9%	15.2%	35.7%	29.8%	12.0%	7.3%	2.5%
Spirit of Adventure	44. I like challenging assignments	40.9%	11.7%	29.2%	26.1%	18.7%	14.2%	0.3%

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All Results (cont.)

Category	Question	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Did Not Answer
Spirit of Adventure	45. I push myself to do better academically	81.8%	36.9%	44.9%	13.4%	3.4%	1.4%	0.1%
Spirit of Adventure	46. Students are supportive of each other	43.1%	9.4%	33.7%	31.1%	16.1%	9.6%	0.4%
Spirit of Adventure	47. I am afraid to try something if I think I may fail	28.9%	9.8%	19.1%	21.4%	30.1%	19.6%	0.9%
Spirit of Adventure	48. Teachers help me learn from my mistakes	63.5%	20.3%	43.1%	22.8%	9.4%	4.3%	1.0%
Spirit of Adventure	49. I want to do my best at school	88.3%	51.6%	36.8%	8.3%	1.7%	1.7%	1.6%
Spirit of Adventure	50. I am excited to tell my friends when I get good grades	55.7%	25.3%	30.4%	24.1%	13.1%	7.1%	1.6%
Leadership & Responsibility	51. Students have a voice in decision making at school	44.8%	13.5%	31.3%	27.2%	16.6%	11.4%	0.4%
Leadership & Responsibility	52. I see myself as a leader	62.8%	25.9%	36.8%	24.2%	8.8%	4.2%	0.2%
Leadership & Responsibility	53. Other students see me as a leader	35.2%	9.8%	25.4%	40.0%	14.0%	10.7%	0.4%
Leadership & Responsibility	54. Teachers encourage students to make decisions	68.2%	18.9%	49.3%	22.5%	6.0%	3.3%	1.0%
Leadership & Responsibility	55. Teachers are willing to learn from students	50.8%	16.1%	34.7%	26.9%	12.9%	9.4%	1.1%
Leadership & Responsibility	56. I am a good decision maker	65.9%	23.4%	42.5%	23.3%	7.1%	3.7%	1.4%
Leadership & Responsibility	57. I know the goals my school is working on this year	44.6%	17.7%	26.9%	28.3%	16.9%	10.2%	1.7%
Confidence to Take Action	58. I believe I can be successful	91.1%	55.1%	36.0%	6.3%	1.4%	1.2%	0.2%
Confidence to Take Action	59. I believe I can make a difference in this world	68.6%	30.4%	38.2%	22.4%	5.6%	3.4%	0.3%
Confidence to Take Action	60. Teachers believe in me and expect me to be successful	74.3%	27.9%	46.4%	18.7%	4.3%	2.7%	0.5%
Confidence to Take Action	61. Going to college is important for my future	84.3%	64.8%	19.6%	11.2%	2.3%	2.2%	1.0%
Confidence to Take Action	62. I work hard to reach my goals	84.2%	42.0%	42.2%	12.1%	2.2%	1.4%	1.1%
Confidence to Take Action	63. I am excited about my future	83.5%	52.3%	31.2%	11.7%	2.6%	2.2%	1.5%
Confidence to Take Action	64. I think it is important to set high goals	83.1%	47.7%	35.4%	12.4%	2.7%	1.8%	1.5%
Confidence to Take Action	65. I know the kind of person I want to become	78.5%	47.9%	30.6%	16.5%	2.8%	2.2%	1.6%
Confidence to Take Action	66. School is preparing me well for my future	64.2%	28.7%	35.5%	22.7%	7.5%	5.6%	1.7%

*Percentages for Strongly Agree through Strongly Disagree are calculated based on the number of students who responded to that particular survey item; percentages for Did Not Answer are calculated based on the total number of students who took the survey.

All Results (cont.)

Category	Question	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Did Not Answer
Confidence to Take Action	67. Students develop programs that improve the whole school	46.0%	14.1%	31.9%	32.9%	12.8%	8.2%	2.8%

Percentages for Strongly Agree through Strongly Disagree are calculated based on the number of students who responded to that particular survey item; percentages for Did Not Answer are calculated based on the total number of students who took the survey.